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AUTHOR O'Phelan, Mary H.; Norman, Antony D.; Ecton, Gayle W.
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ABSTRACT

The second-year implementation of Graduation 2010, a districtwide public-school initiative, had its beginnings in brain-based research and involvement from both school and community. The original plan for the program had eight strands: (1) Arts; (2) Music; (3) Foreign Language; (4) Reading/Language Development; (5) Thinking Skills; (6) Health/Emotional Health; (7) Family Involvement, and (8) Community Involvement. Surveys were distributed to principals in 12 elementary schools and to the superintendent. These administrators were asked to rate the implementation of the original goals of the project. Implementation was classified as low, moderate, or high for each strand. Strands classified as low in implementation were Health/Emotional Health and Thinking Skills. Music and Family Involvement were classified as moderate; Foreign Language was moderately high, and the arts and Reading/Language Development were high. Using the list of 1997-1998 goals as the standard, implementation in two strands (Music and the Arts) would be considered high, and implementation in the remaining strands would be considered moderate. All schools reported at least moderate levels of implementation with respect to the 1997-98 goals. An appendix of survey items classified by strand and by type of item is supplied. (Author/DFR)

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Graduation 2010: Second Year Implementation*

Mary H. O'Phelan, Antony D. Norman, and Gayle W. Ecton

Western Kentucky University

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M.H. O'Phelan

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Abstract

This report is about the second year implementation of Graduation 2010, a district wide public school initiative that had its beginnings in brain based research and involvement from both school and community. The original plan for the program had eight strands: Arts, Music, Foreign Language, Reading/Language Development, Thinking Skills, Health/Emotional Health, Family Involvement, and Community Involvement. Surveys, similar to those used in the previous year, were distributed to principals in the 12 elementary schools and to the superintendent. These administrators were asked to rate the implementation of the original goals of the project from '0' (no implementation) to '5' (full implementation). Based on survey results, implementation was classified as low, moderate, or high for each strand. Strands classified as low in implementation were Health/Emotional Health and Thinking Skills. Music and Family Involvement were classified as moderate, Foreign Language was moderately high, and the Arts and Reading/Language Development were classified as high in implementation. Using the list of 1997-98 goals as the standard, implementation in two strands (Music and the Arts) would be considered high, and implementation in the remaining strands would be considered moderate. All schools reported at least moderate levels of implementation with respect to the 1997-98 goals.

Graduation 2010: Second Year Implementation

Graduation 2010 is a district wide public school initiative that resulted from the cooperative planning efforts of concerned educators and citizens of the Daviess County community in Daviess County, Kentucky. The group researched relevant information on brain development and formed committees to study ways to improve public school education for the students in the county. The primary goal of the project was to increase the intellectual capacity of their students. The result was the formation of eight subcommittees and a set of recommendations with implementation guidelines from each. The eight committees were Music, the Arts, Foreign Language, Thinking Skills, Family Involvement, Health/Emotional Health, Reading/Language Development, and Community Involvement. A review of the empirical evidence used by each subcommittee is presented in the first year implementation report (Norman, O'Phelan, & Ecton, 1998). The recommendations of subcommittees for each strand will be briefly described here.

For Music, short term goals included allocating space, training teachers, and establishing keyboard labs. For the Arts, goals included identifying an arts facilitator for each school and coordinating at least nine arts experiences for kindergarten. For Foreign Language (Spanish), goals included training kindergarten teachers in Spanish, developing a set of video tapes, and beginning to teach basic vocabulary in Spanish. For Thinking Skills, teachers were to be trained in Talents Unlimited (Chissom & McLean, 1993), and were to begin to incorporate strategic games like chess into the curriculum. For Family Involvement, new student orientations were to be planned, along with homework committees including teachers and parents. For Health/Emotional Health, the major goal was to provide each elementary school with the services of a nurse at least one day per week. The Health/Emotional Health committee also suggested a fitness walking program. For Reading/Language Development, the goal was to

implement a grant called 'Kentucky Reads' which provides tutoring for primary children who are at least one grade level behind in reading. The goal of the Community Involvement committee was to secure a corporate sponsor from the community for the kindergarten class.

During the first year of Graduation 2010, the research team met several times with administrators and steering committee members to plan an evaluation strategy that would be responsive to the needs of the program. Discussion resulted in the formulation of preliminary research questions (see O'Phelan, Norman, & Ecton, 1999) along with a list of evidence required to answer each question. The first of these questions asked about the degree to which the program was actually implemented in the schools. To answer this question, we compared the original goals and steps for implementation of the project with practice in the schools.

Method

Each subcommittee (except Community Involvement) submitted a list of long term goals and short term goals to be accomplished during the 1997-98 school year. All original goals are presented in the tables in the appendix of this report. Short term goals are marked in the first column of those tables in the appendix. Although evidence required to answer the question about implementation over the next few years may require additional strategies, during the first two years of implementation, we have gathered information with surveys based on the implementation steps provided by the original subcommittees.

Survey Instrument

The original list of implementation steps varied in number from a minimum of three in the Arts strand to a maximum of 30 in the Family Involvement strand (see column one, Table 1 below), and in some cases implementation steps were written such that they included various parts. (The Community Involvement strand is not included in this discussion since the

subcommittee had one recommendation, and no implementation steps.) The list of implementation steps, or goals was used to construct survey items for the evaluation of implementation at the end of the first year (see Norman, O'Phelan & Ecton, 1998, for a description of first year results). Thus, in this report, the term 'steps' refers to original subgoals of committees or subcommittees, and the term 'items' refers to actual questions appearing on the surveys we developed.

Principal surveys were also used to measure implementation in the schools by the end of the second year. The dynamic aspect of the project made it impossible to use the same survey items for year two as were used for the first year. Some of the steps require one time only activities (e.g., establish guidelines, hire personnel, allocate space, buy keyboards for music), and once completed, those items no longer apply. Some steps not yet introduced during the first year had to be added to the second year survey because at least some schools were beginning to implement them. At the same time, some of the implementation steps on the original list have been eliminated as not feasible or desirable. Finally, some altogether new ones were added during the second year, for example, three steps were added to the arts strand (see Table 1, Arts).

The entire original list of implementation steps was submitted to district personnel, and they were asked to assist in removing inappropriate items or adding new items as necessary. The result was that although, in some cases, items on the second year survey were roughly equivalent to items in the first year survey, in other cases, the second year survey items were different.

As mentioned earlier, column one of Table 1 gives the total number of implementation steps by strand in the original plan for the project. Column two shows the number of steps in the 1997-98 list of goals, and column three gives the number of steps included in the 1999 survey of principals. The number of items from year one to year two increased in most cases, and in some strands the 1999 number approaches the number in the original plan (e.g., Music and Thinking

Skills), although the steps in column one and column three are not necessarily identical. Thus, there are four different types of items present in the 1999 survey: those in the original document which were also in the list of 1997-98 short term goals and were included in the 1998 survey,

Table 1

Number of implementation steps by strand according to the original plan of Graduation 2010, in the 1997-98 goals list, and represented on the 1998 and 1999 surveys of principals

Strand	No. of steps Original	No. of steps 1997-98 goals	No. of items 1998 survey	No. of items 1999 survey
Arts	3	3	3	6
Family Involvement	30	7	8	18
Foreign Language	8	2	8	3
Health/Emotional Health	25	2	8	5
Music	24	4	19	21
Reading/Language Development	13	1	4	2
Thinking Skills	9	2	4	7

those in the original document which were not part of the 1997-98 goals, but were included in the 1998 survey, those in the original document which were in the 1999 survey for the first time, and a few altogether new items which were not in the original document and were not in the 1998 survey. There are a few original implementation steps which do not fall into any of the above four categories because they have not yet been on the surveys. A complete listing of survey items, listed by these categories, is provided in the appendix.

End of the Year Two Implementation Survey Procedures

At the end of the second year, during the summer, the 1999 survey was distributed to all 12 elementary school principals. Participants were asked to report the degree of implementation in their schools on a scale from 0 (no implementation) to 5 (full implementation) for each item listed on the survey. Surveys were collected by district personnel and transferred to the evaluation team.

Results

End of the year Implementation Survey-All goals:

All 12 elementary principals reported at the end of the second year. In Tables 2-8, the end of the year survey results are presented by survey items for each strand of Graduation 2010. The superscripts in the tables denote the origin of each item on the survey as discussed previously.

The reported implementation results for the Arts strand are shown in Table 2. Implementation in the Arts strand was high with 11 or 12 principals saying they had fully implemented 5 of the 6 items on the 1999 survey. All schools were providing nine experiences in the arts (see Table 2, item 2), Riverpark experiences for kindergarten (item 3), and at least 20 hours of instruction in grades 2 and 3 (item 4). Eleven schools had an arts facilitator in place (item 1) and were providing at least 21 hours of arts instruction in grades 4 and 5 (item 5). Most schools had not yet provided professional development in the area of the arts. Items 4-6 were on the 1999 survey for the first time. The superintendent's rating of implementation in the Arts was a 4+ out of a possible 5, and so would agree with information from the survey of principals.

Table 3 contains the reported implementation for the Family Involvement strand. The list of survey items was expanded considerably from the previous year to include 22 items. Over all

items, the number of schools reporting full implementation ranged from one to 11, with at least some implementation on every step, and more progress on previously implemented items 1 (improve first contact with the school), 3 (make kindergarten registration special), and 22 (include student planners) than items new to the current survey. At least half the principals reported full

Table 2

Number of schools (n = 12, unless otherwise noted) at the end of year two reporting at each level of implementation for survey items about the Arts where 0 was no implementation, 1 was very little implementation, and 5 was fully implemented and functioning.

		Level of implementation					
Strand	Survey items	0	1	2	3	4	5
Arts:							
	[a]1. Identify arts facilitator	0	0	0	0	1	11
	[a]2. Provide 9 arts experiences	0	0	0	0	0	12
	[a]3. Provide Riverpark experience for K	0	0	0	0	0	12
	[d]4. 20 hours instruction, grades 2 & 3	0	0	0	0	0	12
	[d]5. 21 hours instruction, grades 4 & 5	0	1	0	0	0	11
	[d]6. Professional development n=11	1	2	1	2	2	3

[a] part of original plan, part of 1997-98 goals, on 1998 and 1999 surveys
[d] not an original goal

implementation on items about distributing orientation packets (item 2), having a committee work on homework philosophy (item 7), providing "The Communicator" to families (item 11), having a Family Involvement coordinator on the PTO board (item 12), increasing teacher involvement in PTO (item 13), providing more opportunities for family visits (item 19), using interim progress reports (item 23a), scheduling meetings at convenient times for teachers and parents (item 26), and having a public relations person (item 27). When asked to mention any new opportunities for families to visit school (item 19), principals mentioned between two and

seven activities each (see Table 4). Activities mentioned, in descending order of frequency, included curriculum related events (n = 20), events to recognize individuals or groups (n = 18),

Table 3

Number of schools (n = 12, unless otherwise noted) at the end of year two reporting at each level of implementation for survey items about Family Involvement where 0 was no implementation. 1 was very little implementation, and 5 was fully implemented and functioning.

		Level of implementation					
Strand	Survey items	0	1	2	3	4	5
Family Involvement							
	[a] 1. Improve first contact, picnic	0	0	0	0	1	11
	[b] 2. Distribute packets n=11	0	1	0	2	2	6
	[b] 3. Special K. registration	0	0	0	0	1	11
	[a] 4. Personal notes to students	0	0	2	4	2	4
	[a] 7. Homework committee/philosophy	0	0	1	2	3	6
	[c] 8. Specific instructions re homework	0	0	0	1	7	4
	[c] 8a. Provide syllabus if needed n=4	0	1	0	0	1	2
	[c] 9. Reevaluate amount of homework n=11	0	0	1	1	5	4
	[c] 11. Send The Communicator home n=11	1	0	2	0	0	8
	[c] 12. Coordinator to PTO board	2	0	0	1	2	7
	[c] 13. Teacher involvement in PTO	1	0	0	3	2	6
	[e] 19. More opportunities for family visits	0	0	0	2	4	6
	[b] 22. Include student planners	0	0	0	0	0	12
	[a] 23. Improve written communication	0	1	0	3	4	4
	[b] 23a. Interim progress reports	0	0	0	2	2	8
	[c] 23b. Personal notes	0	0	1	3	3	5
	[c] 23c. Teacher articles in paper n=11	0	2	0	3	3	3
	[b] 26. Schedule meetings: parents & teachers	0	0	0	2	4	6
	[c] 27. Public relations person	0	0	1	1	2	8
	[c] 29. Welcoming Schools criteria n=11	1	1	0	2	3	4
	[c] 30. Mentoring for parent involvement	5	0	2	2	1	2
	[d] 31. Professional development	2	2	2	4	1	1

[a] part of original plan, part of 1997-98 goals, on 1998 and 1999 surveys
[b] original plan, on 1998 and 1999 surveys
[c] original plan, 1999 survey only
[d] not an original goal
[e] part of original plan, part of 1997-98 goals, on 1999 survey only

Table 4

Family participation activities, arranged by category and by frequency mentioned by principals

Category of Activity	Examples:	Number of schools mentioning activity
Curriculum related	Parent meetings (PRIDE, Title I, SAT, PTO, n=6) Family reading night (n=4) Book Fairs (n=3) Manners Day (n=2) Field Day, Spanish Fiesta Night, outclassroom workdays, Breakfast for CATS kickoff, Health assessment (n=5)	20
Events recognizing individuals or groups	Volunteers (n=5) Students (student of the week, birthdays, Honors Day, n=6) Grandparents (n=4) Special people (n=3)	18
Social events	Picnic, orientation, open house, festival n=4 Family night. Breakfast with Santa, Shining Sun Luncheons n=5 Chili supper, harvest day, spaghetti dinner/spring fling, n=3 Auction, n=1	13
School workers	Volunteers	5

social events (n = 13), and having volunteers in school (n = 5). The remainder of the Family Involvement items were new to the 1999 survey and all were reported to be at least partially implemented. The overall rating for implementation of Family Involvement could be called moderate. The superintendent's rating of implementation in Family Involvement was a 3 out of a possible 5, and could also be considered moderate.

The Reading/Language Development strand (see Table 5) had 2 items on the 1999 survey. This number is less than the 8 items on the survey at the end of the first year for a

number of reasons. Several of those items having to do with setting up the program initially (informing parents, establishing guidelines, etc.) had been completed, and were not applicable to second year activities. Two additional items not on the 1999 survey dealt with identifying and training parents to be coaches for reading. The elimination of these items may be related to a recent change in strategy regarding recruitment and training of reading coaches. Two principals did not respond to the question asking them to rate the implementation of item 1-c (identify students for tutoring). Implementation of the Kentucky Reads Grant (item 1) and its substeps 1-a (orient teachers), 1-b (train coaches), and 1-c (identify students) were reported fully implemented by 11, 10, 10 and 9 schools, respectively . Item 14 (professional development), a new item to the 1999 survey, was reported fully implemented by 11 of the 12 schools. No schools reported implementation at levels of '0' through '2' which indicates that all schools are making progress on the reading goals. The general rating on Reading/Language Development would seem to be high. The superintendent's rating of implementation of Reading/Language Development was a 3 out of a possible 5, and would be considered only moderate.

Table 6 contains the reported implementation for the Foreign Language strand. The number of items on the 1999 survey was three compared to eight the previous year. As with reading, some of the previous items (discover language exposure of children, determine language to offer, develop video programs) have been completed and were not included for that reason. Item 9 (expose P1 to second year curriculum) was a new item and was reported to be fully implemented by 11 of the 12 schools. All schools reported full implementation on the kindergarten curriculum (item 5). Four of the 12 schools reported full implementation for item 4 (professional development in foreign language). Interviews with school administrators have indicated that teachers were not satisfied with the video tapes used in the beginning for the foreign language program, and modifications of the tapes are in progress. The overall rating

Table 5

Number of schools (n = 12, unless otherwise noted) at the end of year two reporting at each level of implementation for Reading/Language Development survey items where 0 was no implementation, 1 was very little implementation, and 5 was fully implemented and functioning.

		Level of implementation					
Strand	Survey items	0	1	2	3	4	5
Reading and Language Development							
	[a] 1. Implement Kentucky Reads Grant	0	0	0	0	1	11
	[a] 1a. Orient teachers	0	0	0	2	0	10
	[a] 1b. Train coaches n=11	0	0	0	0	1	10
	[a] 1c. Identify students n=10	0	0	0	0	1	9
	[d] 14. Professional development	0	0	0	0	1	11

[a] part of original plan, part of 1997-98 goals, on 1998 and 1999 surveys
[d] not an original goal

Table 6

Number of schools (n = 12) at the end of year two reporting at each level of implementation for Foreign Language survey items where 0 was no implementation, 1 was very little implementation, and 5 was fully implemented and functioning.

		Level of implementation					
Strand	Survey items	0	1	2	3	4	5
Foreign Language:							
	[b] 4. Professional development	0	2	1	3	2	4
	[a] 5. Teach simple vocabulary in K	0	0	0	0	0	12
	[d] 9. Expose P1 to second year curriculum	0	0	0	0	1	11

[a] part of original plan, part of 1997-98 goals, on 1998 and 1999 surveys
[b] original plan, on 1998 and 1999 surveys
[d] not an original goal

of implementation for Foreign Language would seem to be moderately high. The superintendent's rating of implementation in Foreign Language was a 4 out of a possible 5, and could also be considered moderately high and in agreement with the survey of principals.

There were five items pertaining to Health/Emotional Health on the 1999 survey (see Table 7). Item 1 (provide a school nurse at least one day a week) was reported fully implemented by nine schools. There was some variation in amount of time different schools nurses available. Principals' reports ranged from one day a week to three days a week. Four principals said they have a nurse one day a week, two have a nurse between one and two days per week, four reported two days, and two reported 2.5 and 3 days, respectively. While all schools have nursing services at least one day per week, eight of the 12 schools actually have nurses more than one day per week.

The remaining items were reported to be low or moderate in implementation. Items new to the survey such as item 10 (assess counseling staff expertise) and item 23 (provide nutrition education) had moderate implementation since they have less than half the schools reporting full implementation, but few at the lower end of the implementation scale (see Table 7). New item 26 (professional development) had partial implementation. Several items covered putting a fitness walking program into place in each school (e.g., signing up, distributing maps, incentives, prizes, etc.) and the walking program was fully implemented by only one school. Implementation would be considered low for this strand. The superintendent's rating of implementation in Health/ Emotional Health was a 4 out of a possible 5, or moderately high, which is higher than the rating given using information from the survey of principals.

Table 7

Number of schools (n = 12, unless otherwise noted) at the end of year two reporting at each level of implementation for Health/Emotional Health survey items where 0 was no implementation, 1 was very little implementation, and 5 was fully implemented and functioning.

		Level of implementation					
Strand	Survey items	0	1	2	3	4	5
Health and Emotional Health							
	[a] 1. School nurse at least one day a week	0	2	0	0	1	9
	[c] 10. Assess counseling expertise	0	1	0	3	4	4
	[c] 23. Provide nutrition education	0	0	1	3	3	5
	[a] 25. Fitness walking program n=11	9	1	0	0	0	1
	[b] 25a. Sign-up n=11	10	0	0	0	0	1
	[b] 25b. Distribute road maps n=10	10	0	0	0	0	0
	[b] 25c. Distribute incentives n=11	10	0	0	0	0	1
	[b] 25d. Award grand prize n=11	11	0	0	0	0	0
	[d] 26. Professional development	2	2	1	1	4	2

[a] part of original plan, part of 1997-98 goals, on 1998 and 1999 surveys
[b] original plan, on 1998 and 1999 surveys
[c] original plan, 1999 survey only
[d] not an original goal
[e] part of original plan, part of 1997-98 goals, on 1999 survey only

The Music strand had the most items (21) on the 1999 survey (see Table 8). Full implementation by all schools was reported for items 1 (allocate space) and 3 (begin keyboarding program in labs). More than half the schools reported full implementation on an additional 8 items. The number of schools reporting full implementation on the remainder of items ranged from a minimum of 2 (item 16, inservice for teachers) to a maximum of 9 (item 7, integrate curriculum). Items 23 (emphasize movement in preschool) and 24 (exposure to keyboards for preschool and kindergarten) are new to the 1999 survey and were reported to be partially implemented. There was much variation in the amount of implementation of Music strand items which results in an overall moderate rating for the strand. The superintendent's rating of

implementation in Music was a 4 out of a possible 5, and so would agree with information from the survey of principals.

Table 8

Number of schools (n = 12, unless otherwise noted) at the end of year two reporting at each level of implementation for Music survey items where 0 was no implementation, 1 was very little implementation, and 5 was fully implemented and functioning.

Strand	Survey items	Level of implementation					
		0	1	2	3	4	5
Music:	[b] 1. Allocate space	0	0	0	0	0	12
	[b] 2. Allocate additional space	1	2	1	0	2	6
	[a] 3. Begin keyboarding program in labs	0	0	0	0	0	12
	[b] 4. Assess necessary equipment	0	0	0	0	4	8
	[b] 5. Obtain Orff instruments	1	3	1	2	0	4
	[b] 6. Purchase glockenspiels n=11	4	1	1	0	1	4
	[b] 7. Integrate curriculum	0	0	0	0	2	9
	[b] 8. Begin MIE program n=10	0	0	0	0	3	7
	[b] 9. Coordinate curriculum n=10	0	0	0	0	3	7
	[a] 10. Integrate into regular curriculum n=11	0	0	0	3	3	5
	[b] 11. Three 30 min. per week	1	0	0	2	4	5
	[b] 12. Classify according to skills	8	2	0	1	1	0
	[b] 13. Establish goals n=11	0	0	0	1	2	8
	[b] 14. Assure success every student n=11	1	1	2	3	1	3
	[a] 15. Encourage teachers to train n=11	2	0	0	1	0	8
	[b] 16. Inservice on music n=10	3	1	3	0	1	2
	[b] 20. Recognize emerging talents n=11	1	1	0	2	3	4
	[b] 21. After school for at-risk n=10	0	0	1	0	4	4
	[b] 22. Bring musicians n=11	0	0	0	0	5	6
	[c] 23. Movement in preschool n=8	0	2	1	0	0	5
	[c] 24. Keyboards in pre & K n=11	0	1	1	0	1	8

[a] part of original plan, part of 1997-98 goals, on 1998 and 1999 surveys
[b] original plan, on 1998 and 1999 surveys
[c] original plan, 1999 survey only

There were seven Thinking Skills items on the 1999 survey (see Table 9). Ten principals reported that chess materials had been purchased (item 5), and half the schools have incorporated chess into the curriculum (item 10). Less than half the schools reported full implementation of the remaining 5 items (train teachers in Talents Unlimited, hang posters of Bloom's taxonomy, train mentors in Talents, use technical assistance days for development of specific curriculum, and explore the feasibility of library cards), which would result in a relatively low overall rating on Thinking Skills. The superintendent's rating of implementation in Thinking Skills was a 3 out of a possible 5, and so could be considered higher than the rating from the survey of principals.

Table 9

Number of schools (n = 12, unless otherwise noted) at the end of year two reporting at each level of implementation for Thinking Skills survey items where 0 was no implementation, 1 was very little implementation, and 5 was fully implemented and functioning.

Strand	Survey items	Level of implementation					
		0	1	2	3	4	5
Thinking Skills							
	[a] 1. Train teachers in Talents	0	2	0	1	4	5
	[a] 5. Purchase chess materials	0	0	0	1	1	10
	[b] 6. Explore library card feasibility n=11	5	1	1	1	0	3
	[b] 7. Posters of Bloom's Taxonomy	6	3	2	1	0	0
	[c] 8. Train mentor in Talents	6	1	0	1	0	4
	[c] 9. Technical assistance days	3	2	0	2	0	5
	[d] 10. Incorporate chess	0	0	0	5	1	6

[a] part of original plan, part of 1997-98 goals, on 1998 and 1999 surveys
[b] original plan, on 1998 and 1999 surveys
[c] original plan, 1999 survey only
[d] not an original goal

End of Year Two Implementation Survey: Consolidation into three levels:

In order to compare implementation over time, the self reported implementation responses by principals were classified as 'none' (items rated '0' by participants), 'some' (items rated '1' - '4'), or 'all' (items rated '5'). Items on the 1999 principals' survey are listed and classified in this way in Table 10 (strands for the Arts and Family Involvement), Table 11 (Reading/Language Development, Foreign Language, and Health/Emotional Health strands), and Table 12 (Music and Thinking Skills strands). Note that items are marked to indicate whether or not each item was an original goal and when the item was placed on the survey.

Nearly all items pertaining to the Arts strand were reported as fully implemented (see Table 10), and item 6 (professional development) was partially implemented. For the actual number of schools reporting implementation of the Arts strand at each level, see Table 2 above. In the Family Involvement strand (Table 10), three items (1, 3, and 22) were reported as more fully implemented than other items. The actual number of schools reporting implementation of the Family Involvement strand at each level are presented in Table 3 above.

All five survey items having to do with Reading/Language Development were reported to be high in implementation (see Table 11). For the number of schools reporting implementation of Reading/Language Development strand items at each level, see Table 5 above. Two of the three Foreign Language items (5 and 9) were reported as high in implementation (see Table 11). Most schools had partially implemented the Spanish professional development for K-5 teachers (item 4). For the number of schools reporting implementation of the Foreign Language strand at each level, see Table 6 above. The Health/Emotional Health item (see Table 11) pertaining to providing a school nurse to every school at least one day a week (item 1), was relatively high in implementation, and those having to do with the fitness walking program were low in

implementation. For the number of schools reporting implementation of the Health and Emotional Health strand at each level, see Table 7 above.

Table 10

Number of schools (n = 12, except where noted) at the end of year two reporting no implementation, some implementation, or full implementation of Arts and Family Involvement survey items.

		Implementation Level		
		None	Some	Full
Strand				
Arts:	[a] 1. Identify arts facilitator	0	1	11
	[a] 2. Provide 9 arts experiences	0	0	12
	[a] 3. Provide Riverpark experience for K	0	0	12
	[d] 4. 20 hours instruction-grades 2 & 3	0	0	12
	[d] 5. 21 hours instruction-grades 4 & 5	0	1	11
	[d] 6. professional development n=11	1	7	3
Family Involvement:	[a] 1. Improve first contact, picnic	0	1	11
	[b] 2. Distribute packets n=11	0	5	6
	[b] 3. Special K registration	0	1	11
	[a] 4. Personal notes to students	0	8	4
	[a] 7. Homework committee/philosophy	0	6	6
	[e] 8. Specific instructions re homework	0	8	4
	[e] 8a. Provide syllabus if needed n=4	0	2	2
	[c] 9. Reevaluate amount of homework n=11	0	7	4
	[c] 11. Send The Communicator home n=11	1	2	8
	[e] 12. Coordinator to PTO board	2	3	7
	[c] 13. Teacher involvement in PTO	0	6	6
	[c] 19. More opportunities for family visits	0	6	6
	[b] 22. Include student planners	0	0	12
	[a] 23. Improve written communication	0	8	4
	[b] 23a. Interim progress reports	0	4	8
	[c] 23b. Personal notes	0	7	5
	[c] 23c. Teacher articles in paper n=11	0	8	3
	[b] 26. Schedule meetings: parents &teachers	0	6	6
	[c] 27. Public relations person	0	4	8
	[e] 29. Welcoming Schools criteria n=11	1	6	4
	[c] 30. Mentoring for parent involvement	5	5	2
	[d] 31. Professional development	2	9	1

[a] part of original plan, part of 1997-98 goals, on 1998 and 1999 surveys
[b] original plan, on 1998 and 1999 surveys
[c] original plan, 1999 survey only
[d] not an original goal
[e] part of original plan, part of 1997-98 goals, on 1999 survey only

Table 11

Number of schools (n = 12, except where noted) at the end of year two reporting no implementation, some implementation, or full implementation of survey items for Reading/Language Development, Foreign Language, and Health/Emotional Health strands.

		Implementation Level		
		None	Some	Full
Strand				
Reading and Language Development	[a] 1. Implement Kentucky Reads Gran	0	1	11
	[a] 1a. Orient teachers	0	2	10
	[a] 1b. Train coaches n=11	0	1	10
	[a] 1c. Identify students n=10	0	1	9
	[d] 14. Professional development	0	1	11
Foreign Language	[b] 4. Professional development	0	8	4
	[a] 5. Teach simple vocabulary in K	0	0	12
	[d] 9. Expose P1 to second year curriculum	0	1	11
Health/ Emotional Health	[a] 1. School nurse at least one day a week	0	3	9
	[e] 10. Assess counseling expertise	0	8	4
	[e] 23. Provide nutrition education	0	7	5
	[a] 25. Fitness walking program n=11	9	1	1
	[b] 25a. Sign-up n=11	10	0	1
	[b] 25b. Distribute road maps n=10	10	0	0
	[b] 25c. Distribute incentives n=11	10	0	1
	[b] 25d. Award grand prize n=11	11	0	0
	[d] 26. Professional development	2	8	2

[a] part of original plan, part of 1997-98 goals, on 1998 and 1999 surveys
[b] original plan, on 1998 and 1999 surveys
[c] original plan, 1999 survey only
[d] not an original goal
[e] part of original plan, part of 1997-98 goals, on 1999 survey only

Table 12

Number of schools (n = 12, except where noted) at the end of year two reporting no implementation, some implementation, or full implementation of Music and Thinking Skills survey items.

Strand		Implementation Level		
		None	Some	Full
Music				
	[b] 1. Allocate space	0	0	12
	[b] 2. Allocate additional space	1	5	6
	[a] 3. Begin keyboarding program in labs	0	0	12
	[b] 4. Assess necessary equipment	0	4	8
	[b] 5. Obtain Orff instruments n=11	1	6	4
	[b] 6. Purchase glockenspiels n=11	4	3	4
	[b] 7. Integrate curriculum n=11	0	2	9
	[b] 8. Begin MIE program n=10	0	3	7
	[b] 9. Coordinate curriculum n=10	0	3	7
	[a] 10. Integrate into regular curriculum n=11	0	6	5
	[b] 11. Three 30 minutes per week	1	6	5
	[b] 12. Classify according to skills	8	4	0
	[b] 13. Establish goals n=11	0	3	8
	[b] 14. Assure success every student n=11	1	7	3
	[a] 15. Encourage teachers to train n=11	2	1	8
	[b] 16. Inservice on music n=10	3	5	2
	[b] 20. Recognize emerging talents n=11	1	6	4
	[b] 21. After school for at-risk n=10	1	5	4
	[b] 22. Bring musicians n=11	0	5	6
	[c] 23. Movement in preschool n= 8	0	3	5
	[c] 24. Keyboards in pre & K n=11	0	3	8
Thinking Skills				
	[a] 1. Train teachers in Talents	0	7	5
	[a] 5. Purchase chess materials	0	2	10
	[b] 6. Explore library card feasibility n=11	5	3	3
	[b] 7. Hang taxonomy posters	6	6	0
	[c] 8. Train mentor in Talents	6	2	4
	[c] 9. Technical assistance days	3	4	5
	[d] 10. Incorporate chess	0	6	6

[a] part of original plan, part of 1997-98 goals, on 1998 and 1999 surveys
[b] original plan, on 1998 and 1999 surveys
[c] original plan, 1999 survey only
[d] not an original goal

Responses on items for the Music strand (see Table 12) indicate that all schools have allocated initial space and have the music keyboards for music (items 1 and 3). All other music items were reported to be at low or medium levels of implementation. For the number of schools reporting implementation of the Music strand at each level, see Table 8 above. All Thinking Skills items (see Table 12) seem to have been partially implemented. Ten of the 12 schools reported full implementation of purchasing chess equipment. For the number of schools reporting implementation of the Thinking Skills strand at each level, see Table 9 above.

End of Year Two Implementation Survey: Comparison with original goals over time:

Using the list of 1997-98 goals as the standard for self reported progress at the end of the second year, and scale values of no implementation, some implementation, and full implementation, end of the second year results are presented in Table 13 for comparison with midway through the first year, and end of the first year results. The table shows a progression in implementation by strand over the three measurements.

Without exception, the number of schools at each successive stage of implementation increases from the upper left of each section of the table to the lower right, or from 'no implementation' at midyear the first year, to nearly 'full implementation' at the end of the second year. With the exception of Health/Emotional Health goals, there was no school reporting 'no implementation' at the end of the second year for any goal. The original 1997-98 Health/Emotional Health goals were to provide a nurse in every school at least one day a week and to begin a fitness walking program in all schools. While most (9) schools reported having a nurse in place at the end of the second year, and all schools reported at least some progress toward that goal, most schools (9) reported no progress on the fitness walking program by the end of the second year. It should be noted also, that there appears to be a decrease in the number

Table 13

Number of schools (n = 12, except where noted) at midyear, end of the first year, and end of the second year reporting no implementation, some implementation, or full implementation of the 1997-98 goals.

Strand	Number of goals on 1997-98 list	Data collected at:	Implementation Level		
			None	Some	Full
Arts	3	midyear	3	8	1
		year one n = 11	0	0-1	10-11
		year two	0	0-1	11-12
Family Involvement	7	midyear	2	10	0
		year one n = 11	0-3	1-5	2-10
		year two	0	1-4	4-11
Foreign Language	2	midyear	3	9	0
		year one n = 11	1-4	2-3	4-7
		year two	0	0	12
Health/ Emotional Health	2	midyear n =11	0	0	11
		year one n = 11	0-2	1-2	1-10
		year two	0-9	1-2	1-9
Music	4	midyear	0	0	12
		year one n = 11	0	0	11
		year two	0	0	12
Reading and Language Development	1	midyear	1	4	7
		year one n = 11	0-2	1-5	3-10
		year two	0	1-2	9-11
Thinking Skills	2	midyear	2	8	1
		year one n = 11	3-4	2-5	3-5
		year two	0	0-5	5-10

of schools having the services of a nurse at least once a week since ten schools reported having one at the end of the first year.

The 1997-98 goals for at least two strands could be considered fully implemented. All 12 schools reported full implementation by the end of the second year in the original goals for

Foreign Language and Music strands. As many as 10 or 11 schools reported full implementation of some of the goals in the Arts, Family Involvement, Reading/Language Development, and Thinking Skills.

When the 1997-98 goals are used as the standard, implementation in two strands (Music and the Arts) would be considered high, and implementation in the remaining strands would be considered moderate. All schools reported at least medium levels of implementation with respect to the 1997-98 goals.

Summary

In summary, when considering all items on the 1999 survey and looking at the overall self report data for the 12 schools reporting, two strands (Thinking Skills and Health/Emotional Health) appear to have been relatively low in implementation. For these two strands, there were no items for which at least 11 of the 12 schools reported full implementation and most items had less than half the schools reporting full implementation. The superintendent's ratings of these two strands were moderate and moderately high, respectively. Using a similar standard, Music would be considered moderate in implementation since only two of the 21 items had 11 or 12 schools reporting full implementation. Ten items had at least half the schools in full implementation, and many items had implementation ratings at the lower end of the scale. The superintendent rated music as moderately high in implementation. Family Involvement could be said to have moderate implementation overall since three of the 22 items were reported to be in full implementation by at least 11 schools, and very few items were rated at the lower end of the rating scale. The superintendent's rating of Family Involvement was also moderate.

The Foreign Language strand appears to have been moderately high in implementation. At least 11 principals reported full implementation for two of the three Foreign Language goals. The

superintendent's rating was also moderately high for Foreign Language. Finally, the strands for the Arts and Reading/Language Development appear to have been high in implementation according to the survey of principals. Between nine and 11 schools reported full implementation on all goals in Reading/Language Development, and at least 11 schools reported full implementation on five of the six goals for the Arts, with very few ratings at the lower end of the scale. The superintendent also rated the Arts high in implementation across the district, but he rated Reading/Language Development as only moderate.

Discussion

Analyses of these data were complicated by a number of factors. Since the strands had unequal number of implementation steps (and survey items), it was somewhat arbitrary to classify each strand as low, moderate, or high in implementation. Such classifications tended to handicap strands with many items even though much had been accomplished in those strands. This problem was further complicated by the fact that some items on the previous survey have been eliminated, and some new items added to the 1999 survey. In any case the classification of level of implementation is necessarily subjective.

A related problem is that some implementation steps are much more complicated and involved than others. Consider the comparison of two Music strand steps (allocate space for keyboard labs, and integrate music into the curriculum). Full implementation of the first of these merely indicates that someone decided where to put the keyboard lab, whereas full implementation of the latter could come only after cooperative efforts of many people, and may, in fact, never be achieved because it will be affected by changes in the times, in the children, and in the curriculum itself. Assigning these two implementation steps equal weight in the evaluation process is specious. Evaluation should be more than tallying frequencies.

The complexity of the program makes it difficult to evaluate the implementation of the individual strands. The scope of the program requires much cooperation and planning, and it was never intended to be implemented all at once. Implementation has not been required of any school, and decisions about what and when to implement were left up to the individual school. Likewise, principals were not given definitions of different levels of implementation, so what one principal considered 'full implementation' might have been considered only partial implementation by another principal. This may explain the finding that ten schools reported a nurse in place at the end of the first year, while only nine reported full implementation at the end of the second year. One might speculate that one principal regarded having the nurse one day a week as less than full implementation and would like to increase the number of days in the future.

Another problem associated with the surveys was the imperfect alignment between the survey questions and the list of goals to be evaluated. This was especially true for the 1999 survey since there was no formal list of goals to be accomplished during the 1998-1999 year. Administrative personnel were asked to screen the 1999 items so that they would be appropriate to reflect progress made during the past year. For this reason, two different standards of comparison are used in this report, the 1997-98 goals, and all 1999 survey items.

Since the level of implementation at individual schools will certainly have effects on outcomes to be measured over the next few years of Graduation 2010, in future research concerning outcomes, schools will be classified as either low, medium, or high implementation overall, and on each strand, so that differences in implementation can be taken into account when analyzing performance data collected.

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Appendix

Survey items classified by strand and by type of item

Survey items classified by type of item: The Arts

	Implementation steps	Part of 1997-98 goals	On the 1998 survey	On the 1999 survey	Goal new to the 1999 survey
1	Identify a teacher facilitator for each elementary school	x	x	x	
2	Provide 9 artistic experiences to kindergarten and P1 students (3 each: visual arts, dance, and theater) using professional artists	x	x	x	
3	Provide a Riverpark performance experience for kindergarten and P1 classes	x	x	x	
4	Provide 20 hours of artistic instruction to grades 2 and 3 combined			x	x
5	Provide 21 hours of art and art history instruction to grades 4 and 5 combined			x	x
6	Provide some form of professional development in the arts			x	x

Survey items classified by type of item: Family Involvement

	Implementation steps	Part of 1997-98 goals	On the 1998 survey	On the 1999 survey	Goal new to the 1999 survey
1	Special and informative orientation or picnic (K-12)	x	x	x	
2	Distribute a Family Involvement packet at orientation		x	x	
3	Special kindergarten registration		x	x	
4	Personal notes from teachers/counselors or faculty member to all students (elementary)	x	x	x	
5	Present a 'Parents on Board' workshop to train the school's volunteers about opportunities for volunteerism				
6	Support pledge- parent or teacher commitment to the child				
7	Develop homework philosophy through involvement of teachers, parents, administrators and students where appropriate	x	x	x	
8	Specific instruction from teachers regarding homework, (8a) syllabus where appropriate	x		x	
9	Reevaluate and coordinate with team teachers the amount of homework given			x	

Survey items classified by type of item: Family Involvement (continued)

	Implementation steps	Part of 1997-98 goals	On the 1998 survey	On the 1999 survey	Goal new to the 1999 survey
10	Computer labs open in district during after-school hours for families without access to home computers				
11	Continue sending 'The Communicator' to homes of students together with other related articles regarding education in the home			x	
12	Add Family Involvement Coordinator and Committee to PTO Board	x		x	
13	Increase teacher/staff involvement in PTO partnership			x	
14	More PTO training for volunteers				
15	Restructure high school PTO to incorporate 'booster' activities				
16	Develop strategy for getting District Family Involvement Coordinator				
17	Involve parents and teachers in the Commonwealth Institute for Parent Leadership by publicizing literature				
18	PTO presidents should share ideas more with each other at monthly meetings				
19	Plan new opportunities for families to visit schools	x		x	

Survey items classified by type of item: Family Involvement (continued)

	Implementation steps	Part of 1997-98 goals	On the 1998 survey	On the 1999 survey	Goal new to the 1999 survey
20	Increase accessibility of school building to community for activities (gym, computers, etc.)				
21	Volunteers of the Month in newsletter				
22	Student planners used in all schools		x	x	
23	Develop strategies for improved written communication from teachers	x	x	x	
	23a progress reports during grading period, not just at end		x	x	
	23b personal notes relating good news and alert notices			x	
	23c teacher-written articles in school paper			x	
24	Professional development in communication training				
25	When parent enters a building, someone should be there to greet and offer assistance				
26	Site-based and Effective School councils should schedule meeting when most parents/teachers can attend		x	x	

Survey items classified by type of item: Family Involvement (continued)

	Implementation steps	Part of 1997-98 goals	On the 1998 survey	On the 1999 survey	Goal new to the 1999 survey
27	Assign staff members or PTO volunteer the job of Public Relations Chair to notify newspapers, school papers, and other media of student achievements			x	
28	Parent room available in schools where parents can obtain information and gather to work and discuss opportunities for involvement				
29	Each school faculty should review the 'Welcoming Schools' nomination form and adhere to its criteria			x	
30	Organize a mentoring committee to facilitate meaningful involvement of newly involved family members			x	
31	Provide some form of professional development			x	x

Survey items classified by type of item: Foreign Language:

Implementation steps	Part of 1997-98 goals	On the 1998 survey	On the 1999 survey	Goal new to the 1999 survey
1 Determine talent currently on staff for foreign language		x		
2 Discover language children exposed to by surveying parents		x		
3 Determine which language to offer		x		
4 Plan and conduct professional development for kindergarten teachers to plan 1997-87 curriculum		x	x	
5 Implement 1997-98 curriculum (simple vocabulary such as numbers, days, etc. for K)	x	x	x	
6 Employ two instructors		x		
7 During 1997-98, develop distance learning program using native speakers to be offered K-5 in the 1998-98 school year	x	x		
8 Expand curriculum and employ four additional instructors for 1999-2000		x		
9 Expose P1 to second year curriculum			x	x

Survey items classified by type of item: Health and Emotional Health

	Implementation steps	Part of 1997-98 goals	On the 1998 survey	On the 1999 survey	Goal new to the 1999 survey
1	Employ nurses based on resources available	x	x	x	
2	Provide space and equipment, orient and train staff				
3	Consolidate related services such as social work, counseling, psychological services and nursing into a department of student services within the central office				
4	Include abstinence and prevention as part of the total education program		x		
5	Coordinate with Green Rive Health Dept. to provide PSI in 6th grade		x		
6	Continue presenting PSI in 7th grade by Teen Leaders		x		
7	Baby Think it Over FCS classes		x		
8	Additional Baby Think it Over materials to 5 per school		x		
9	Continue Reality Fairs		x		

Survey items classified by type of item: Health and Emotional Health (continued)

	Implementation steps	Part of 1997-98 goals	On the 1998 survey	On the 1999 survey	Goal new to the 1999 survey
10	Assess counseling expertise in handling emotional behavioral counseling and provide professional development			x	
11	Employ full-time clerical assistance for secondary counselors to increase time for counseling students				
12	Expand counseling services by adding one counselor at each secondary school to create a ratio of one counselor per grade level				
13	Employ a counselor full-time for Beacon Central				
14	Consolidate counseling with social work, psychological services and nursing services as Department of Student Services				
15	Position for school psychologist for serious mental health problems				
16	Add two social workers to serve as home/school liaison and to assist as student advocate				
17	Recruit registered licensed dietitian to provide comprehensive nutrition services				

Survey items classified by type of item: Health and Emotional Health (continued)

	Implementation steps	Part of 1997-98 goals	On the 1998 survey	On the 1999 survey	Goal new to the 1999 survey
18	Strategically plan program objectives for comprehensive nutrition services				
19	Implement program				
20	Evaluation and planning				
21	Position school foodservice and nutrition as part of total education program				
22	Policy for nutrition integrity to be adopted by the Board of Education				
23	Nutrition education will be provided at all grade levels, coordinated with the school foodservice and nutrition program			x	
24	Contact community sponsors for 'incentive' gifts or purchase				

Survey items classified by type of item: Health and Emotional Health (continued)

	Implementation steps	Part of 1997-98 goals	On the 1998 survey	On the 1999 survey	Goal new to the 1999 survey
25	Overview of walking program to students	x	x	x	
	25a sign-up sheets home with students for parent signature		x	x	
	25b road maps distributed to students		x	x	
	25c distribute incentives to students who complete the program		x	x	
	25d award grand prize in drawing		x	x	
26	Professional development for Health and Emotional Health			x	x

Survey items classified by type of item: Music

	Implementation steps	Part of 1997-98 goals	On the 1998 survey	On the 1999 survey	Goal new to the 1999 survey
1	Allocate space for music lab	x	x	x	
2	Allocate additional space for movement, rhythm, etc.		x	x	
3	Purchase Yamaha keyboards	x	x	x	
4	Assess availability of other necessary equipment		x	x	
5	A starter set of simple music instruments for each elementary school		x	x	
6	Purchase small soprano glockenspiels for preschool- grade 2		x	x	
7	Integrate Yamaha 'Music in Education' (MIE) curriculum into already existing Silver-Burdett-Ginn 'Music Connection' curriculum		x	x	
8	In second grade, begin transition completely into regular graded MIE program		x	x	
9	Coordinate curriculum elements for preschool and kindergarten classes		x	x	
10	Integration of music into regular academic curriculum	x	x	x	

Survey items classified by type of item: Music (continued)

	Implementation steps	Part of 1997-98 goals	On the 1998 survey	On the 1999 survey	Goal new to the 1999 survey
11	Provide each student grades 1-5 three 30 minute music segments per week, kindergarten and preschool students three 20 minutes segments per week		x	x	
12	Students come to music classified according to skills level rather than by homeroom designation		x	x	
13	Establish goals to be achieved by the end of each year and at the end of grade 5, and structure music curriculum around these goals		x	x	
14	Accommodate students who lag behind and those new to the system, to assure success for each student		x	x	
15	All music teachers, preschool teachers, substitutes and kindergarten teachers (if desired) take Yamaha provided one-week training course	x	x	x	
16	Provide inservice sessions for all preschool, kindergarten, first and second grade teachers, focused on music … and its importance in the enhancement of brain development and cognitive function		x	x	
17	Assign a trained music resource staff person to each preschool classroom				

Survey items classified by type of item: Music (continued)

	Implementation steps	Part of 1997-98 goals	On the 1998 survey	On the 1999 survey	Goal new to the 1999 survey
18	Consider providing trained volunteers and teachers' aides to assist in music program				
19	Coordinate elements of program, . . . to assure success of overall effort				
20	Recognize emerging musical talents and abilities in students. Provide avenues to enhance extra-curricular pursuits		x	x	
21	Provide avenues which enable at-risk students to participate in above- part of after school program		x	x	
22	Continue to bring live musicians into classroom- that other creative options be utilized to expose students to music stimulation at young age		x	x	
23	In preschool, emphasize movement and developing large motor skills, singing, developing beat, tone matching and rhythm			x	
24	For preschool and kindergarten, 5 minutes of keyboard exposure, limited to familiarity with keyboards, hands-on experience with free play			x	

Survey items classified by type of item: Reading and Language Development

Implementation steps	Part of 1997-98 goals	On the 1998 survey	On the 1999 survey	Goal new to the 1999 survey
1 Implement Kentucky Reads Grant	x	x	x	
1a orient teachers	x	x	x	
1b train coaches	x	x	x	
1c identify students using the IRI	x	x	x	
1d target 25 parents per site to train as reading coaches	x	x		
1e begin student/coach interaction	x	x		
2 Form Early Childhood Steering Committee to decide:		x		
2a financial feasibility of Universal Wrap Around Program		x		
2b classroom space		x		
2c enrollment fee scale		x		
2d how to inform parents		x		
3 Register students				
4 Hire instructional assistants				

Survey items classified by type of item: Reading and Language Development (continued)

	Implementation steps	Part of 1997-98 goals	On the 1998 survey	On the 1999 survey	Goal new to the 1999 survey
5	Begin program				
6	Enlist Early Childhood Steering Committee to establish policies and guidelines for expanding preschool program		x		
7	Recruit, inform, and register eligible preschoolers				
8	Begin expanded program				
9	Procure "Learning Partners" material from Department of Ed.				
10	Distribute material to schools with explanation of use				
11	Schedule and implement parent workshops		x		
12	Secure consultant for parent workshops				

Survey items classified by type of item: Reading and Language Development (continued)

Implementation steps	Part of 1997-98 goals	On the 1998 survey	On the 1999 survey	Goal new to the 1999 survey
13 Parent workshops				
13a select site				
13b prepare advertisement/registration brochure				
13x host program				
14 Professional development for reading			x	x

Survey items classified by type of item: Thinking Skills

	Implementation steps	Part of 1997-98 goals	On the 1998 survey	On the 1999 survey	Goal new to the 1999 survey
1	Inservice on Talents Unlimited for all teachers	x	x	x	
2	Meeting of principal and teachers to set goals and tracking system for progress. (e.g., each teacher use in 50 lessons)				
3	Identify school coordinator to suggest teachers and keep records				
4	Schedule progress meetings of coordinators to monitor outcomes of initiatives				
5	Purchase chess materials (begin strategic games)	x	x	x	
6	Contact library about the feasibility of giving every child a library card		x	x	
7	Put Bloom's taxonomy posters in every room		x	x	
8	Train building level mentor in Talents Unlimited			x	
9	Technical assistance days for development of specific curriculum			x	
10	Incorporate chess into the curriculum			x	x